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ABSTRACT

This paper presents a Reading/Language curriculum for grades K-4 (but adaptable to middle and high school students) which is anti-bias and literature-based. It is intended to help educators use high-quality multicultural children's literature as a medium for reading instruction, and to show all students why discrimination is harmful, and how bias can be overcome. The paper's first section presents the curriculum rationale, discussing program design, anti-bias definition, field test and population, goals of the program for students, essential components of the program, and selection of materials to accomplish program goals. The second section discusses instruction. Assessment of students as well as program assessment and evaluation are addressed in the third section. Next, creating an anti-bias environment is dealt with, and the final section outlines goals for the collaboration of all educators involved in children's reading success; for the participation of school board, principal, and other school administrators; and for parental participation in the curriculum. Appendixes contain materials which present essential elements of an effective school children's anti-bias program; a definition of multicultural education; some definitions of terms; the principles of whole language instruction; a 26-item annotated bibliography and a 5-item list of other resources; and a 10-page compilation of multicultural curriculum resources for teachers of all levels. (SR)

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The Pennsylvania State University

College of Education
Department of Curriculum and Instruction

AN ANTI-BIAS CHILDREN'S LITERATURE-BASED READING PROGRAM

by Luz I. Ruiz

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Multicultural Education in the Curriculum

Spring, 1995

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AN ANTI-BIAS CHILDREN'S LITERATURE-BASED PROGRAM

CURRICULUM RATIONALE

This Reading/Language Arts curriculum will be literature-based and anti-bias. Why an anti-bias children's literature-based program? First, according to research, children's books play one of the most important roles in the reading elementary school curriculum. Many public schools today are moving away from reading programs based on basal reader textbooks and into literature-based reading programs. Various reasons for this change are mentioned: 1) "Some language arts specialists hold that real stories and real characters are better vehicles for teaching reading comprehension than the basal readers and accompanying workbooks" (Smith-Burke, cited by Aiex, 1988). 2) Basal readers have been criticized for under-representing females and minorities, and for reinforcing sex-role stereotypes. This is not to imply that children's literature are free of bias and racial/ethnic distortions. However, a literature-based program, provides educators more flexibility to use high-quality multicultural literature as a medium for reading instruction, as well as to help **all** students understand **how** and **why** sexism, racism and handicappism operate in society.

Second, classroom teachers need to be aware of the importance of high-quality multicultural children's literature that can be used to show **all** students **why** discrimination is harmful, and **how** bias can be overcome. Derman-Sparks and the A.B.C. Task Force (1991), indicate that children's identity and attitude development challenge the idea many people have, including parents and teachers, that children are unaffected by the biases in United States society. They cite the following research data:

- *"children begin to notice differences and construct classificatory and evaluative categories very early;*
- *there are overlapping but distinguishable developmental tasks and steps in the construction of identity and attitudes; and*
- *societal stereotyping and bias influence children's self-concept and attitudes toward others."* (p. 1)

Third, a literature-based curriculum which employs multicultural literature as a tool to create awareness of the workings of sex, race, and disability discrimination in our society can be easily integrated into any existing reading/language arts curriculum. Additionally, it can be adapted and implemented into the school content area curriculum, for example, social studies.

Last but not least, more and more educators today are realizing the importance of multicultural education, and they are supporting its teaching as a way to deal with global interdependency and the increasingly multiethnic population which exists today.

It is my belief that a well organized anti-bias children's

literature-based program grounded upon sound theory and research on multicultural/anti-bias education can help make such a program successful in any school. Nieto's definition of multicultural education defined in a sociopolitical context is a very good example. (Please see Appendix C). Nieto (1992), indicates that multicultural education offers educators an alternative which can "lead to the creation of richer and more productive learning environments, diverse instructional strategies, and profound awareness of the role culture and language can play in education" (p. 207). Nieto's definition includes **all people**, particularly those who usually are left out of the school curriculum.

Diakiw (1990), designed the UNICEF curriculum, *Children's Literature: Springboard to Understanding the Developing World*. This curriculum was designed for third- to eight-grade students. Diakiw makes reference of previous research to support the hypothesis that elementary grade students are not only "developmentally ready for a global perspective, but that this may be a more appropriate age at which to introduce multicultural literature for critical thinking. In addition, he also cites research which indicates that "children's literature is a powerful medium for understanding the world," and that young students "find it easier to assimilate new information when this information is presented within the structure of a story" (pp. 297-298).

Willis (1992), discusses the use of picture books to introduce elementary school children to folktales, fairy tales, myths, legends and fables as "building blocks that may help to set the foundation for a strong multiculturally literate reader" (p. 3). She also argues that all teachers have an obligation to expose their students to good literature which tell stories about people of different cultural backgrounds and how these people really live (pp. 2-3).

The *Education That Is Multicultural and Social Reconstructionist* described by Sleeter and Grant (1994), is geared to create empowering environments for all children to help them learn critical thinking skills. Consequently, leading all students to act responsibly and to encourage them to be citizen actors to create social change and social justice for all human beings. (in Making Choices for Multicultural Education) One effective way to accomplish these goals, I believe, is through the use of historically and culturally authentic children's literature.

Program Design

The program is designed for all children in grades K-4. It can be adapted to be implemented in different settings, as well as with middle and high school students. It is also an anti-bias literature-based program that can be interdisciplinary or integrated into, rather than added onto, a language arts or content area curriculum.

Anti-bias Definition

In this program anti-bias will mean, "An active/activist approach to challenging prejudice, stereotyping, bias, and the 'isms.' In a society in which institutional structures create and maintain sexism, racism, and handicappism, it is not sufficient to be non-biased (and also highly unlikely), nor is it sufficient to be an observer. It is necessary for each individual to actively intervene, to challenge and counter the personal and institutional behaviors that perpetuate oppression." (CIBC, 1980, 1983)

Field Test and Population

The program will be field tested during the 1995-96 school year in El Cariño Bilingual Elementary School in Philadelphia, Pennsylvania. El Cariño School is a neighborhood school with a diverse population which is 50% Hispanic, 45% African American, 3% Asian, and 2% Anglo. There are 800 students in the school in grades K-4. The school provides instruction in English and Spanish.

Goals of the Program (Students)

The goals of the program are as follow:

1. To foster the joy and love of high-quality multicultural children's literature (in English and Spanish) geared to children's interests, preferences, and personal experiences.

2. To develop first- and second-language students' skills so that they can achieve a total understanding of a printed selection through listening, speaking, reading, writing, and responding to multicultural literature.

3. To listen to high-quality multicultural literature and other reading material for enjoyment, as well as for information (in English and Spanish).

4. To hear multicultural literature read aloud (in English and Spanish) that include content to help children understand the workings of sex, race, and disability discrimination in our society today.

5. To independently read multicultural literature and other instructional materials (in English and Spanish) geared to all students' interest, preferences and personal experiences.

6. To connect reading and writing as interrelated processes to serve the purpose of learning and communicating.

7. To develop critical thinking skills.

8. To provide multicultural children's books, children's

magazines, newspapers, poems, comic books, films, film strips, TV programs, and records (in English and Spanish) that will give all students insights into how sexism, racism, and handicappism operate in society.

9. To provide opportunities where children can engage in non-stereotypically roles, for example, in play, accomplishing classroom routines, class participation, etc.

10. To teach all students to become book critics.

11. To encourage all students to become citizen actors to promote social action.

Essential Components of the Program

The literacy components of the language arts Anti-Bias Literature-Based Program, such as listening, speaking, reading, and writing will be integrated with the school curriculum. Art and music will also become integral parts of this program. The school curriculum is based on the Whole Language Philosophy Principles. These are: 1) Lessons should proceed from whole to part. 2) Lessons should be learner-centered because learning is the active construction of knowledge by students. 3) Lessons should have meaning and purpose for the students now. 4) Lessons should engage groups of student in social interaction and critical thinking. 5) Lessons should develop both oral and written language. 6) Lessons that show faith in the learner expand students' potential. (Freeman, 1991, p. 29.) Whole-language literature-based strategies will be used to help accomplish students' educational goals specified by the program.

Selection of materials to accomplish program goals

A variety of high-quality multicultural children's books will be used to achieve the program's goals, as well as the goals and objectives of the school curriculum. For example, picture books including fairy tales, folktales, legends and fables will be read, enjoyed, and critically analyzed by the students. Biographies, oral histories, juvenile novels, and other fiction/non-fiction works of literature will be read and analyzed for bias and negative ethnic representations. Besides works of literature, children's magazines, and newspaper articles, poems, films, records, and film strips will be utilized for enjoyment, for information, for understanding, and/or for critical discussions. Maps will also be used to locate countries where students and/or ancestors come from, and where the stories take place. A computer will be accessible in every classroom so children can write some of their responses to literature and their own stories/memoirs.

Children's stories should be culturally and historically authentic and of high quality. Books should include content to help all children understand the workings of sex, race, and

disability discrimination in United States society. They must reflect diversity of gender roles, racial and cultural backgrounds, special needs and abilities, a range of occupations, and a range of ages. In addition, books and instructional materials should reflect children and adults from all groups living their daily lives (e.g., working, being with family, solving issues relevant to young children, as well as having celebrations). Most books should be about contemporary life in the United States. Books should reflect different languages (e.g., alphabet books and stories in Braille, sign, different spoken languages). Books should depict various family lifestyles and incomes. Books that depict different ways of living and books that show various groups solving similar problems (e.g., having a new baby). Furthermore, books and instructional materials which contain stereotypical and inaccurate information should be avoided. However, they will be used as teaching tools in specific activities.

INSTRUCTION

1. **Provide organizational structures that facilitate learning for all first- and second-language learners, their background, performance, and ability.**

   a) Flexible grouping (grouping by interests or topics)
   b) Cooperative learning groups
   c) Literature reading response groups
   d) Peer response groups
   e) Peer editing groups
   f) Peer tutoring

2. **Select instructional strategies and activities appropriate for first- and second-language learners, background, performance, and ability.**

   a) **Connecting Literature with Listening**

   The following literature-based strategies are suggested:

   - Oral reading: (e.g., by the teacher, students, visitors, etc.).
   - Directed-listening-thinking activity (DL-TA)
   - Shared reading with multicultural big books.

   (These activities will be used to, for example, arouse interest in situation by sharing children's experiences similar to those in the story.)

   - Appreciative listening (for enjoyment)
   - Comprehensive listening (for understanding)
   - Informative listening (for information)
   - Critical listening (for critical evaluation)

b) **Connecting Literature with Speaking**

The following literature-based strategies are suggested:

- Predictions
- Background knowledge (personal experiences)

- Literature responses:
  - Discussions/Conversations
  - Questions (open-ended)
  - Retelling
  - Reader Theater
  - Puppet shows
  - Role playing
  - Presentations
  - Adapt multicultural stories into play for videotapes
  - Invite someone to class who has contributed to social action or to the struggle for human rights
  - Interview someone who has contributed to social action or to the struggle for human rights

c) **Connecting Literature with Reading**

The following literature-based strategies are suggested:

- Oral and silent reading: (guided and independent)
- Directed Reading-Thinking Activity (DR-TA)

  - Appreciative reading (for enjoyment)
  - Comprehensive reading (for understanding)
  - Informative reading (for information)
  - Critical reading (for critical evaluation)

d) **Connecting Literature with Writing**

The following literature-based strategies are suggested:

- Story mappings and webbing
- Cognitive mapping Strategies
- Literature response journals
- Diaries
- Creative anti-bias writing (for enjoyment)
- Writing anti-bias big books (e.g.: about women, handicapped people, homeless families, working families, interracial families, etc.)
- Writing Memoirs
- Critical writing related to bias materials
- Creating a school calendar with a multicultural theme/story (e.g, March: Women's History Month, April: Gay, Lesbian, Bisexual Pride Month, etc.
- Writing articles, poems, and stories for the school newsletter and Scholastic News (a children's magazine) about children's concerns.
- Writing letters to authors, publishers, libraries,

book stores, toy companies, children and adults who have contributed to the promotion of anti-bias children's literature and other educational materials, as well as other children's concerns.

e) **Connecting Art with Literature**

- Creating anti-bias art projects to be exhibited during a school anti-bias literature-based fair, parents open house, staff, and parents meetings. These projects can also be used to decorate classrooms.
- Anti-bias posters (to be exhibited in schools, libraries, and community organizations). Have a poster contest in the school.
- Anti-bias drawings (to be exhibit in school and printed in school newsletter, local newspaper, and Scholastic News Magazine).
- Decorating bulletin boards with anti-bias topics.
- Create an anti-bias booklet to be shared with parents, principal, and other school personnel. A copy of this booklet can be kept in the classroom and the school library as reference.

f) **Connecting Music with Literature**

- Listen to music for enjoyment
- Critical listening

(Music should reflect the various cultural styles of the children and staff as well as other racial/ethnic groups.)

3. **Facilitate communication and cooperation among all those involved in developing effective first- and second-language readers.**

An effective means of communication and cooperation is essential for those working in an instructional role in reading and literature. Besides the classroom teacher or reading/literature teacher, there are many other people who are important in helping first- and second-language readers become successful critical readers: the parents, the reading specialist, the content teachers, the school library media practitioner, the principal, and the ESL coordinator/teacher. For an anti-bias literature-based reading program to be efficient, there must be a working two-way communication system that facilitates cooperation. Not only does the school shares ideas with the parents about what parents can do to help their children become good critical readers, but the school can obtain important information about the parents regarding attitudes towards anti-bias learning.

This notion of communication and cooperation is extremely important when students receive reading instruction from more

than one teacher. The frustrations and confusions children go through when confronted with the demands of two different classroom settings, approaches, and teachers, should be avoided as much as possible. The setting of common goals and strategies should be accomplished by communication and collaboration between **all** those involved in developing proficient critical students/ readers.

ASSESSMENT (Students)

1. **Measures that provide reliable and valid assessment appropriate for both first and second-language students.**

   Part of the work of creating an effective anti-bias literature-based program, is that of selecting appropriate assessment measures and determining a fair and valid grade for all students. For example:

   - Systematic observations of children as they read and write.
   - Noting the creative and constructive responses children make to critical learning and keeping records of them (anecdotal records).
   - Building and individual profile (a cumulative record of progress over time). (Eggleton, 1990, p. 5.)

2. **Authentic Assessment, such as portfolios.**

   Portfolios are collections of students' work gathered over time. According to Paulson and Paulson (1991), "Portfolios tell a story... put in anything that helps tell the story." (quoted by Hebert, p. 60)

3. **Completion of homework assignments.**

   (Student assessment will be an ongoing process carefully planned.)

Program Assessment/Evaluation

The Program will be evaluated and assessed by administration/staff on an annual basis. Reports will be sent to the Board of Education.

Creating an Anti-Bias Environment*

Creating a diverse environment should be one of the first steps in promoting an anti-bias literature-based program. For example:

Visual Environment

1. Pictures of all the children, families, and staff in the program reflecting their diverse backgrounds.

2. Pictures of children and adults from the major racial/ethnic groups in their community and in U. S. society.

3. Pictures that accurately reflect people's current daily lives in the United States, which includes working, as well as recreational activities with their families.

4. Pictures presenting a numerical balance among different groups. Making sure people of color are not represented as "tokens" --- only one or two.

5. A fair balance of images of women and men, shown doing "jobs in the home" and "jobs outside the home." Show women and men doing blue-collar work (e.g., factory worker, repair person), as well as white-collar work (e.g., teacher, doctor).

6. Pictures of elderly people of various backgrounds doing different activities.

7. Pictures of differently handicapped people of various backgrounds shown doing work and with their families in recreational activities. Being careful not to use images that depict differently handicapped people as dependent and passive.

8. Pictures of diversity in family styles: single mothers or fathers, extended families, gay or lesbian families (families with two mothers or fathers), families in which one parent and a grandmother are the parents, interracial and multiethnic families, adopted families, differently abled families.

9. Pictures of important people (past and present). They should reflect, for example, racial/ethnic, and gender diversity.

10. Art work, such as prints, sculpture, textiles by artists of various backgrounds that reflect the aesthetic environment and the culture of the families represented in their classroom, and of groups in their community and the United States.

Language

1. The environment should provide numerous opportunities for children to see and hear various languages, including sign and Braille. Opportunities should include labeling materials (e.g., blocks, puzzles), alphabet and number posters, books, story tapes, songs, finger games.

Music

1. Regularly heard music should reflect the various cultural styles of the children and staff as well as other groups in the United States. Opportunities include singing, background music, music for movement and dancing, and lullabies.

Art

1. Tan, brown, and black paint, paper, collage materials, play dough, and skin-tone crayons, along with other colors should be made available for students use.

2. Mirrors for children to examine their physical features.

3. Artwork (paintings, drawings, sculpture) by artists of diverse backgrounds depicting women and men from various racial and ethnic backgrounds.

Manipulative Materials

1. Manipulative materials should depict diversity in race, ethnicity, gender, physical abilities, and occupations. These include puzzles, Playmate (TM) sets of people, family and community helper figures, lotto games, and card games.

Dolls

1. Bought and homemade dolls that represent a fair balance of all the major groups in the United States (e.g., African American, Puerto Rican/Latino, Asian Pacific, Native American, as well as White). Black and Latino dolls should reflect the range of skin tones within these groups. All dolls should be reasonably authentic-looking.

2. A fair balance of male and female dolls with a variety of clothes. Girl dolls need dresses, as well as pants.

3. A selection of bought and homemade dolls with different kinds of disabilities. They should reflect various racial and ethnic backgrounds and include both boys and girls.

Adapted from:

*Derman-Sparks and the A.B.C. Task Force. (1989). *Creating an Anti-Bias Curriculum.* In Anti-Bias Curriculum. Washington: National Association for the Education of Young Children, 11-13.

PARTICIPATION OF ALL EDUCATORS INVOLVED IN CHILDREN'S READING SUCCESS

The district reading supervisor, the school reading specialist, the classroom/reading teacher, the content area teachers and other specialist teachers, the school library media practitioner, the school ESL coordinator/teachers, the principal, and the community will work collaboratively to accomplish the following goals: (Different committees will be organized to distribute work.)

1. Build up a solid network of professional educators, civil rights activists, and community leaders upon whom teachers and other educators can rely for guidance, assistance, and support.

2. Organize staff meetings with the network to develop a variety of criteria for selecting culturally authentic and high-quality multicultural children's books and other educational materials.

3. Create a list of anti-bias/multicultural material which teachers can use as reference.

4. Send requests for materials to children's trade book, publishing companies, writers' associations, support groups, and organizations.

5. To create and encourage teachers to participate in teachers in-service workshops that help develop awareness of the type of material that will help give all students insights and skills to identify and counteract bias in society.

6. To create and encourage teachers to participate in workshops which will help them design lesson plans devoted to the development of all students' sense of social responsibility, and to the improvement of students communication and critical thinking skills.

7. To organize a teacher's resource room where materials will be displayed and made available to teachers.

8. To create a library for parents where they can check-out books to read at home with their children.

9. Organize book fairs where children can purchase books at a low prize. Have the fair held at convenient hours to permit the majority of teachers, students, and parents to participate.

10. Organize different times where children can visit the library and be able to check-out books.

11. Organize reading/literature, drama, video, and photography

clubs. (A Polaroid (TM) and a regular color camera can be used for creating anti-bias materials.)

12. Create a school newspaper or newsletter together with the students.

13. Create a school calendar together with the students.

14. Organize parent meetings and parent in-service workshops.

15. Raise funds to help buy multicultural literature, to plan and implement the program, and to pay for outside speakers, storytellers, materials for publications, audio-visual equipment, class trips, etc.

16. Organize award ceremonies for students and parents.

17. Have a community organization "adopt" the program (e.g., "El Taller Puertorriqueño"). "El Taller Puertorriqueño, Inc" (The Puerto Rican Workshop) is a community-based cultural organization.

18. Organize class trips.

PARTICIPATION OF SCHOOL BOARD, PRINCIPAL, AND OTHER SCHOOL ADMINISTRATORS

1. Provide sources of funding to meet the needs of the students, as well as the teachers. For example:

   - to get anti-bias materials such as multicultural children's books, toys, manipulatives, audiovisual equipment, computers, etc.
   - student counseling
   - teacher training, multicultural in-service workshops, etc.

STRUCTURED PARENTAL PARTICIPATION IN THE CURRICULUM

MONITORING

- Personal letters (in children's first language).
- Individual informal conversations and/or group informal get-together.
- Individual class meetings in school and/or at the parents home (optional).
- Parent group meetings in school and/or in the homes of parents (optional). (These activities should be teacher-initiated at first and then the parents' social assurance and feelings of competence will determine the nature and frequency of contact.
- Other suggestions by parents or staff members.

INFORMING

- Bulletin Boards outside the classroom indicating current theme, children's stories, and any other form of news which communicates to the parents what is occurring in the classroom.
- Invite parents to visit the school and allow time for them to observe/learn in the classroom or be part of the program.
- Send written progress reports informing how children are doing in the program. (Reports will be written in children's first language.)
- Parent-teacher conferences to facilitate a reciprocal exchange of valuable information.
- Home visiting by teachers (optional).
- Well-produced printed material (e.g., newsletters, newspapers, calendars, magazines, class profiles, children's books, etc.) ("Where there is cultural diversity in the school community, then multilingual publications may be necessary.")*
- Other suggestions by parents and teachers.

PARTICIPATION

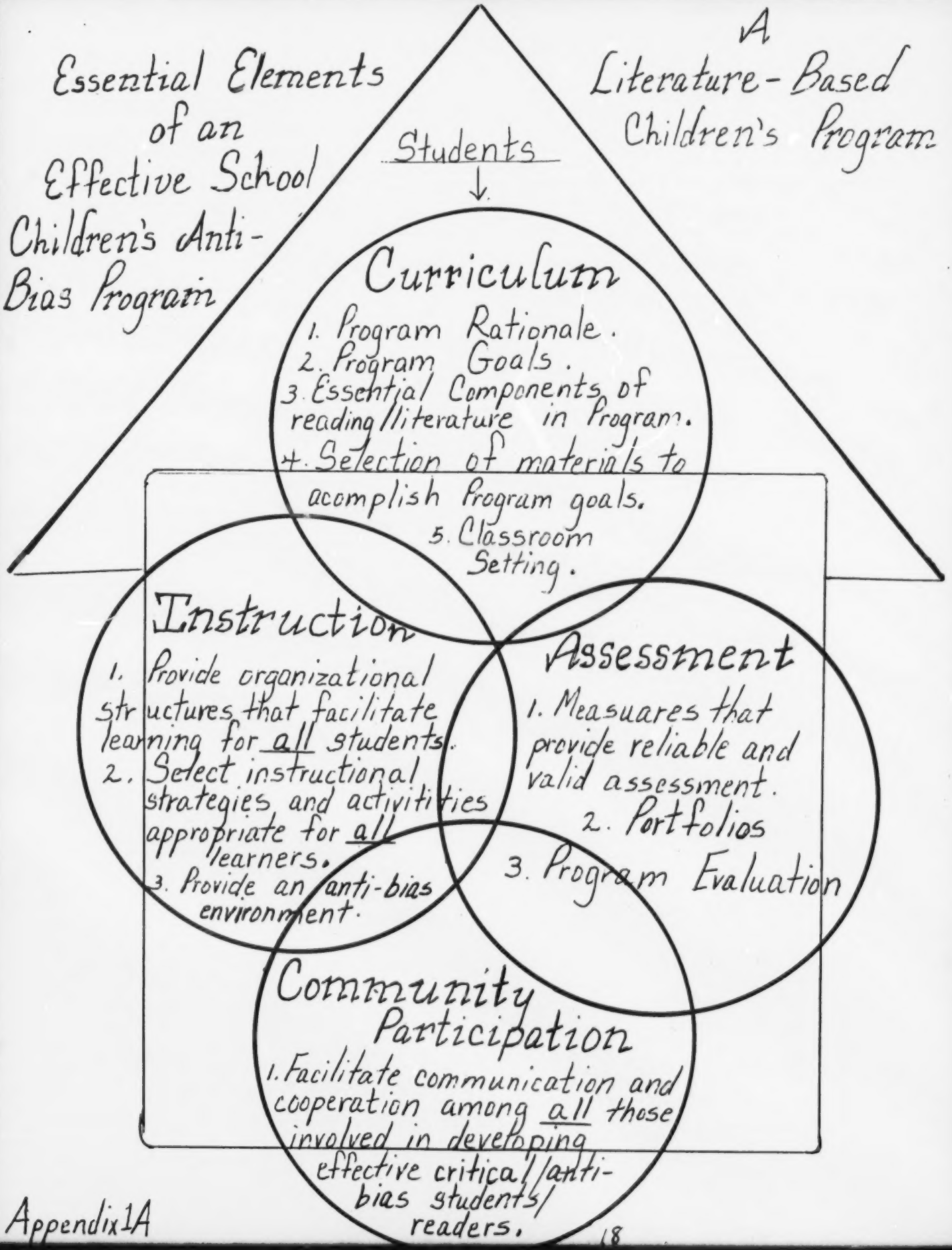
- Educational meetings run by school staff (e.g., reading specialist/reading teacher to give talk on multicultural literature, link between reading and writing, literature response, anti-bias education, reading aloud to children, how program functions, etc.).
- Educational meetings from visiting speakers (e.g., a psychologist on child development, a civil rights activists, a storyteller, etc.).
- Parents giving talks about their jobs, etc.
- Encourage parents to visit the school.
- Encourage parents to help in the program.
- Multicultural fairs where parents and families participate together.
- Encourage parents to raise funds to help buy multicultural literature, to help plan and implement the program, to pay for outside speakers, storytellers, materials for publication, audio-visual equipment, class trips, etc.)
- Run parent in-service training workshops to help parents understand how the program will be implemented. These workshops can be run by school staff and parents' association. (Parents who complete in-service training will receive a certificate at a small award ceremony.)
- Other suggestions by parents and other staff members.

Adapted from:

*Potter, G. (1989). "Parent Participation in the Language Arts Program." Language Arts, 66, 21-28.

Essential Elements of an Effective School Children's Anti-Bias Program

A Literature-Based Children's Program


Students
Curriculum
1. Program Rationale.
2. Program Goals.
3. Essential Components of reading/literature in Program.
4. Selection of materials to accomplish Program goals.
5. Classroom Setting.
Instruction
1. Provide organizational structures that facilitate learning for all students.
2. Select instructional strategies and activities appropriate for all learners.
3. Provide an anti-bias environment.
Assessment
1. Measuares that provide reliable and valid assessment.
2. Portfolios
3. Program Evaluation
Community Participation
1. Facilitate communication and cooperation among all those involved in developing effective critical/anti-bias students/readers.

Appendix 1A

Appendix 2

DEFINITION OF MULTICULTURAL EDUCATION

Sonia Nieto, associate professor and program director of the Cultural Diversity and Curriculum Reform Program, School of Education, University of Massachusetts, defines **multicultural education** in a sociopolitical context.

Multicultural education is a process of comprehensive school reform and basic education for all students. It challenges and rejects racism and other forms of discrimination in schools and society and accepts and affirms the pluralism (ethnic, racial, linguistic, religious, economic, and gender, among others) that students, their communities, and teachers represent. Multicultural education permeates the curriculum and instructional strategies used in schools, as well as the interactions among teachers, students and parents, and the very way that schools conceptualize the nature of teaching and learning. Because it uses critical pedagogy as its underlying philosophy and focuses on knowledge, reflection, and action (praxis) as the basis for social change, multicultural education furthers the democratic principles of social justice.

The seven basic characteristics of multicultural education, according to Nieto (1992) are as follow:

Multicultural education is antiracist education.

Multicultural education is basic education.

Multicultural education is important for all students.

Multicultural education is pervasive.

Multicultural education is education for social justice.

Multicultural education is a process.

Multicultural education is critical pedagogy.

Adapted from Nieto, Sonia. (1992). in Affirming Diversity: The Sociopolitical Context of Multicultural Education, p. 208.

Some Definitions of Terms

Anti-bias: An active/activist approach to challenging prejudice, stereotyping, bias, and the "isms." In a society in which institutional structures create and maintain sexism, racism, and handicappism, it is not sufficient to be non-biased (and also highly unlikely), nor is it sufficient to be an observer. It is necessary for each individual to actively intervene, to challenge and counter the personal and institutional behaviors that perpetuate oppression.

Bias: Any attitude, belief, or feeling that results in, and helps to justify, unfair treatment of an individual because of his or her identity.

Handicappism: Any attitude, action, or institutional practice that subordinates people due to their disability. Handicappist institutional practices prevent the integration of disabled people into the mainstream of society and keep them socially and economically oppressed.**

Homophobia: A fear and hatred of gay men and lesbians backed up by institutional policies and power that discriminate against them.**

People of color: All the different national or ethnic groups that are targets of racism in the U.S. This includes: Asian-Pacific Americans, Black Americans, Latino and Puerto Rican Americans, Native Americans. Use of the inclusive term is not intended to deny the significant cultural and historical differences among these groups.

Prejudice: An attitude, opinion, or feeling formed without adequate prior knowledge, thought, or reason. Prejudice can be prejudgment for or against any person, group, or sex.*

Pre-prejudice: Beginning ideas and feelings in very young children that may develop into real prejudice through reinforcement by prevailing societal biases. Pre-prejudice may be misconceptions based on young children's limited experience and developmental level, or it may consist of imitations of adult behavior. More serious forms are behaviors that indicate discomfort, fear, or rejection of differences.

Racism: Any attitude, action, or institutional practice backed up by institutional power that subordinates people because of their color. This includes the imposition of one ethnic group's culture in such a way as to withhold respect for, to demean, or to destroy the cultures of other races.*

Sexism: Any attitude, action, or institutional practice backed up by institutional power that subordinates people because of their sex.*

Stereotype: An oversimplified generalization about a particular group, race, or sex, which usually carries derogatory implication.

Whites: All the different national ethnic groups of European origin who as a group are disproportionately represented in the control of the economic, political, and cultural institutions in the United States.

BEST COPY AVAILABLE

* From *Guidelines for Selecting Bias-Free Textbooks and Storybooks* (CIBC, 1980).

** From *Homophobia and Education* (CIBC, 1983).

Appendix 4

Attachment 1

THE PRINCIPLES OF WHOLE LANGUAGE INSTRUCTION

1) **Lessons should proceed from whole to part.**
Students need the big picture first. They develop concepts by beginning with general ideas and then filling in the specific details.

2) **Lessons should be learner-centered because learning is the active construction of knowledge by students.**
Whole language focuses on the whole student. Lessons begin with what the student knows and activities build on student interests.

3) **Lessons should have meaning and purpose for the students now.**
Students learn things that they see as meeting a present need. They should reflect upon what they are learning in order to plan appropriate action.

4) **Lessons should engage groups of students in social interaction.**
When students try out ideas in social settings, individual concepts are tempered by social convention. Working in groups, students also learn the important life skill of collaboration.

5) **Lessons should develop both oral and written language.**
Especially for students learning English as a second language, the traditional view has been that the development of oral language must precede the development of literacy. However, involvement in reading and writing from the start is essential for developing academic competence and can facilitate listening and speaking.

6) **Lessons that show faith in the learner expand students' potential.**
All students can learn if they are engaged in meaningful activities that move from whole to part, build on students' interests and backgrounds, serve their needs, provide opportunities for social interaction, and develop their skills in both oral and written language.

Reference

Freeman, D. E. and Freeman, Y. S. (1991). "Doing" Social Studies: Whole Language Lessons to Promote Social Action. Social Education, 66, 29.

Appendix 5

Luz I. Ruiz
Multicultural Education in the Curriculum
April, 1995

ANNOTATED BIBLIOGRAPHY

Banks, J. A. (May 1994). *Transforming the Curriculum.* Educational Leadership, 51, 4-8.

Banks suggests five different dimensions of multicultural education to the school curriculum. These are 1) content integration, 2) knowledge construction, 3) prejudice reduction, 4) equitable pedagogy, and 5) empowering school culture and social structure. He argues that, "Teaching from a range of perspectives will better prepare students from diverse groups to work together in a truly unified nation."

Campbell, P. B. (1983). *Helping Young Readers Become Book Critics: Here's How.* Interracial Books for Children Bulletin, 14, 22-23.

This article offers a number of tips to help young readers become book reviewers. According to the author, as children learn to be book critics, their awareness of sexism and racism will increase.

Collins, S. D. (1983). *Discussing Controversial Topics in Early Childhood Settings.* Interracial Books for Children Bulletin, 14, 3-5.

Collins offers suggestions on how to counteract bias in early childhood education. She lists various filmstrips and discussion guides geared for students in grades K-4 to develop critical thinking about issues such as sex-role stereotyping, skin-color prejudice, and child abuse.

Delgado-Gaitan, C. (1991). *Involving Parents in the Schools: A Process of Empowerment.* American Journal of Education, 100, 20-45.

Delgado-Gaitan describes a four-year study in a southern California school district which examined parent-involvement activities as they encouraged Spanish-speaking parents to participate more fully in their children's education.

Derman-Sparks, L. and the A.B.C. Task Force. (1989). Anti-Bias Curriculum: Tools for Empowering Young Children. United States: National Association for the Education of Young Children.

This curriculum guide was designed by a group of male and female early childhood educators from a variety of racial/ethnic backgrounds. Its primary goals are the promotion of anti-bias education and to help children learn about diversity.

Diakiw, J. Y. (1990). *Children's literature and global education: Understanding the developing world.* The Reading Teacher, 43, 296-300.

In this article, Diakiw explains a literature-based curriculum geared to the study of development education--global understanding. Diakiw makes reference of previous research to support the hypothesis that elementary grade students are "developmentally ready for a global perspective" and that this is the most appropriate age to introduce such a curriculum.

Eggleton, J. (1990). Whole Language Evaluation. Hong Kong: Applecross Ltd., Publisher.

Whole Language Evaluation is a practical guide which offers educators suggestions on how to monitor and evaluate reading and writing programs for children in primary grades.

Fox, M. (1993). *Politics and literature: Chasing the "isms" from children's books.* The Reading Teacher, 46, 654-658.

Fox believes that, "There is no such thing as a politically innocent picture book." She discusses the negative effects of those children's books which continue to reinforce the "isms" in society.

Garza Flores, H. (December/January 1992). *Please Do Bother Them.* Educational Leadership, 49, 58-59.

Garza reports on her experiences with Hispanic high school students and the need to prepare them for the 21st century. She points out that in the United States, the Hispanic population is fast becoming a majority. Hispanic children are an integral part of America's future. Consequently, their presence needs to be acknowledged and appreciated.

Gersten, R. & Jimenez, R. T. (1994). *A delicate balance: Enhancing literature instruction for students of English as a second language.* The Reading Teacher, 47, 438-449.

Gersten and Jimenez describe a study which investigated the effectiveness of reading instruction for language minority students. One of the goals of this research was to acquaint, particularly ESL teachers, with alternative methods to enhance second-language students' comprehension, involvement, and language acquisition.

Giroux, H. A. (1992). *Curriculum, Multiculturalism, And the Politics of Identity.* The Journal For Middle Level High School Administrators NASSP Bulletin, 76, 1-11.

Giroux claims that the school curriculum must reflect the social, cultural, and political diversity that exists in U.S. society. He argues that, although a multicultural curriculum should not be "imposed" on any community, the school curriculum should represent and allow the voices of those groups that are usually marginalized to be heard and valued.

Hancock, J. & Hill, S. (Eds.) (1988). Literature-based reading programs at work. United States: Heinemann Educational Books, Inc.

This book offers detailed explanations of how primary and secondary teachers, administrators, reading specialists, librarians, and other educators can make the change from a basal-based reading program to a literature-based reading program. It provides questions and answers, as well as problems and solutions.

Hoose, P. (1993). It's Our World, Too!: Stories of Young People Who Are Making a Difference. Canada: Little, Brown and Company (Canada) Limited.

Hoose tells the inspirational stories of young Americans who chose to make a difference in their communities by actively taking a stand for something they believed in. He also provides ten suggestions that can be used to bring about change; for example, how to write "power letters," create and circulate petitions to build support, and work with the media to promote a cause.

Mariaskin, L. and Sofo, R. (Fall 1992). *Culturally Diverse Communities*. Kappa Delta Pi, 29(1), 22-24.

Mariaskin and Sofo provide the reader with a thorough explanation of the equity and diversity curriculum model used by Pittsburgh Public Schools. This curriculum is tailored to expose all students to the world of multicultural education, as well as to educate and meet the needs of the district's culturally diverse student population.

Meyer Reimer, K. (1992). *Multiethnic Literature: Holding Fast to Dreams*. Language Arts, 69, 14-21.

The lack of representation of people of color in children's books is the focus of this article. Meyer indicates that only 1% of the children's literature published by the mid-1980s was about African Americans; with an even smaller percentage being about Asian Americans, Hispanics, and Native Americans.

Nieto, S. (1992). *Multicultural Education and School Reform*. In Affirming Diversity: The Sociopolitical Context of Multicultural Education. United States: Longman Publishing Group, 207-222.

In this chapter the author defines multicultural education in a sociopolitical context. Seven characteristics are discussed to define what multicultural education should be. These are: antiracist, basic, important for **all** students, pervasive, education for social justice, a process, and critical pedagogy.

Ooka Pang, V. and Nieto, J. (1992). *Multicultural Teaching*. Kappa Delta Pi, 29, 25-27.

This article deals with the issue of multicultural teaching and the implications of teachers' attitudes toward children from

Educators are called upon to reflect and confront their own personal prejudices about race, class, gender, sexual orientation, and developmental differences in order to become more effective teachers.

Pai, N., Tanner-Cazinha, D., Au, K. H., & Blake, K. M. (1993). *Reviews and Reflections: Multicultural Perspectives on Literature, Instruction, and Research.* Language Arts, 70, 225-227.

The authors agree that the language arts should be education that is truly multicultural. They provide a list of resources geared to people interested in teaching multicultural children's literature. In addition, a review of materials about instruction and research in classrooms with students of diverse backgrounds is offered.

Potter, G. (1989). *Parent Participation in the Language Arts Program.* Language Arts, 66, 21-28.

In this article, the author cites various parent participation programs used in primary schools to encourage parents to support and to participate in their children's education.

Rethinking Our Classrooms: Teaching for Equity and Justice (A Special Issue of Rethinking Schools). (1994). Rethinking Schools, Ltd.

Rethinking Schools is an independent newspaper published by Rethinking Schools Limited, a non-profit organization. It is a valuable resource for teachers, parents, as well as students. Its goals are to "promote educational equity, support progressive educational values, and the reform of elementary and secondary public education."

Sims Rudine, Bishop (Ed.) and the Multicultural Booklist Committee. (1994). Kaleidoscope: A Multicultural Booklist for Grades K-8. United States: National Council of Teachers of English.

This book is an annotated bibliography of selected books about or related to African Americans, Asian Americans, Hispanic Americans/Latinos, and Native Americans. It also includes works that focus on interracial and intercultural topics, issues, and relationships.

Stone, K. (Developer). Bibliography of Nonsexist Supplementary Books (K-12). (1984). Northwest Regional Educational Laboratory Center for Sex Equity. Phoenix: The Oryx Press.

This is an annotated bibliography of sex-biased texts for K-12 students which provides classroom/reading teachers, reading specialists, and librarians with a full range of books for use in promoting equitable education for all students. This bibliography can be used in conjunction with current textbooks.

Tompkins, G. E. & McGee, L. M. (1993). Teaching Reading with Literature: Case Studies to Action Plans. New York: Macmillan Publishing Company.

In this book the authors describe literature-based reading. In addition, they present the theory and research findings that support literature-based programs and share anecdotes from teachers who have used literature in their kindergarten through eighth grade classrooms.

Tunnell, M. O. & Jacobs, J. S. (1989). *Using "real" books: Research findings on literature based reading instruction.* The Reading Teacher, 470-477.

In this article the authors cite a variety of research studies which support the success of the literature-based approach to literacy with many types of students. According to these studies, the use of children's literature to teach children to read has a positive effect upon students' achievement and attitudes toward reading---much greater than basal traditional methods.

Willis, S. (1993). *Taking a New Look at Some Old Favorites: Revisiting Picture Books, A Useful Tool in Teaching Multiculturalism.* The NERA Journal, 29(3), 3-9.

Over 150 picture books were read and analyzed by Willis to determine cultural diversity and similarities. As a result of her study, Willis devised a sampling list of picture books and authors for teachers interested in teaching cultural diversity. These books depict the lives of real characters in cultures such as African American, Asian, Native American, and Puerto Rican.

Yokota, J. (1993). *Issues in Selecting Multicultural Children's Literature.* Language Arts, 70, 156-167.

There are many important issues to consider and criteria to keep in mind when selecting and using multicultural literature in the classroom. The focus of this article is: "the selection of quality multicultural books for children and young adults."

Appendix 6

OTHER RESOURCES

Cummins, J. (1989). Empowering Minority Students. Sacramento, California: California Association for Bilingual Education.

Matiella, A. C. (1990). The Multicultural Caterpillar Children's Activities in Cultural Awareness. Santa Cruz, California: ETR Associates.

Matiella, A. C. (1991). Positively Different: Creating a Bias-Free Environment for Young Children. Santa Cruz, California: Network Publications, a division of ETR Associates.

McNeil, J. (1995). Curriculum: The Teacher's Initiative. New Jersey: Prentice-Hall, Inc.

Sleeter, C. & Grant, C. A. (1994). Making Choices for Multicultural Education Five Approaches to Race, Class, and Gender. (Second Ed.). New York: Macmillan Publishing Company.

Appendix 7

MULTICULTURAL CURRICULUM RESOURCES FOR TEACHERS

Bibliography compiled by Christine Sleeter

Contents:

Multiple Grade Levels
Primary Grades
Middle Grades (4-9)
High School Grades (8-12)
Catalogs

MULTIPLE GRADE LEVELS

African-American Baseline Essays

Comprehensive resource material for teachers K-12; essays are written for the following subject areas: art, language arts, math, science, social sutdies, music.

Portland Public Schools
501 N. Dixon Street
Portland, OR 97227
Cost: $25

American Indian and Hispanic Baseline Essays will be completed sometime in 1993

BaFa BaFa

Simulation for teaching what happens during cross-cultural contact. Works well for groups of 16-30, takes about 2 hrs.

Simile II
P.O. Box 910
Del Mar, CA 92014
(619) 755-0272
Cost: $90.00

Classroom Activities in Chippewa Treaty Rights (Bull. No. 2150, cost: $10 in-state, $20 out-of-state)

Indian History Units (Bull. No. 6474, Cost: $15 in-state, $30 out-of-state)

Indian Government Law Units (Bul. No. 0940; Cost: $12 in-state, $24 out-of-state)

Indian Culture Units (Bull. No. 0490; cost: $15 in-state, $30 out-of-state)

Materials for teachers to use to teach about Wisconsin Indians and current issues involving U.S.-tribal relations.

Publication Sales
Wisconsin Department of Public Instruction
Drawer 179
Miwaukee, WI 53293-0179

Classroom Activities in Sex Equity

Lesson plans organized by grade level, for teaching students about sex equity issues. The issues are categorized as learning about sex bias, becoming aware of stereotyping and bias in one's own life, and developing career and vocational aspirations that are not limited by gender.

Publication Sales
Wisconsin Department of Public Instruction
Drawer 179
Miwaukee, WI 53293-0179
1-800-243-8782
Cost: $15 in-state, $30 out-of-state

Cooperative Learning, Cooperative Lives

Lesson plans by Nancy Schniedewind & Ellen Davidson for all grade levels and subject areas, for using cooperative learning. Publisher: Wm. C. Brown,Co., 1987.

From Victory to Freedom: The African American Experience

Black history course of study, focusing on various social and cultural dimensions of African American life. One volume is designed for elementary-middle school use, and a second volume is designed for high school use.

National Afro-American Museum and Cultural Center
1350 Brush Row Road
Wilberforce, OH 45384
Cost: $9.95 for one volume, $19.90 for both

Historical and Cultural Atlas of African Americans

200 pg. historic and geographic resource book or textbook about Africans and African Americans; packed full of information, maps, graphs, and pictures, developing an Afrocentric perspective. Publisher: Macmillan. Paperback edition, 1992. Cost: $20.00

History & Culture: Puerto Rico, Cuba, Mexico, Dominican Republic

Set of four student supplemental texts, one on each area, useful for grades 6-12. To order, contact: Rochester City School District, Rochester, NY.

Infusion Model for Teaching Dr. Martin Luther King, Jr's Nonviolent Principles in Schools

Lesson plans for grades 1-12, organized around three strands: Dr. King and his life; the Civil Rights movement; and Dr. King's principles of nonviolent social action.

The King Center
449 Auburn Ave. N.E.
Atlanta, GA 30312
(404) 524-1956
Cost: $49.95

Inside the Culture: Indian Education Curriculum

Collection of booklets and some AV resources for teaching about Ojibway people. Materials specifically developed for classroom use, for infusion into various subject areas, esp. language arts and science. To obtain order form for specific materials, write:

Anoka-Hennepin School District No. 11
Indian Education Program
11299 Hanson Blvd. NW
Coon Rapids, MN 55433

The Kids' Guide to Social Action

Practical guide for teaching young people social action skills, including letter-writing, petitioning, fundraising, giving speeches, etc.

Free Spirit Publishing
400 First Ave. North
Suite 616
Minneapolis, MN 55401-1724
1-800-735-7323

Lessons From History

African American history book for children, by Jawanza Kunjufu. Comes in elementary edition, and junior/senior high edition. Publisher: African American Images, Chicago, 1987.

Math Equals

Math book by Teri Perl, to use with students. Contains biographical information and math exercises to teach about women mathematicians. Publisher: Addison-Wesley, 1978.

Open Minds to Equality

Lesson plans for grade levels 3-8, by Nancy Schniedewind and Ellen Davidson. Designed to infuse into different subject areas to teach about racism, sexism, social class, and disability. Very useable. Publisher: Allyn & Bacon, 1983.

Star Power

Simulation of how inequality and oppression work. Can be used with grades 6-adult. Works effectively with group of 15-30 people, takes full 2 hrs.

Simile II
P.O. Box 910
Del Mar, CA 92014
(619) 755-0272
Cost: $79.00

Teaching Music with a Multicultural Approach

Background information and lesson plans that go beyond superficialities, for teaching music by diverse American cultural groups. Coordinates with videocassetts by same publisher.

MENC Publication Sales
1902 Association Drive
Reston, VA 22091
1-800-828-0229
Cost: $14.50

Turning on Learning

Book of lesson plans edited by Carl Grant and Christine Sleeter, for teachers in grades 1-12, various subject areas, showing how to work with your own curriculum to make it multicultural. Publisher: Macmillan, 1989.

MULTICULTURAL CURRICULUM RESOURCES FOR TEACHERS
PRIMARY GRADES

Anti-Bias Curriculum

Excellent guide by Louise Derman-Sparks, to help teachers develop a multicultural approach to teaching at the early childhood level, that teaches children to value differences they see around them.

NAEYC
1834 Connecticut Ave., NW
Washington, DC 20009
1-800-424-2460

A Cultural Mosaic

Collection of over 200 practical multidisciplinary lesson plans.

Anti-Defamation League
823 United Nations Plaza
New York, NY 10017

Children of the Rainbow

Curriculum developed by New York City, for kindergarten and first grade level. Rather than adding on multicultural education, this guide helps teachers reconceptualize their entire curriculum.

New York City Schools
Instructional Publications Sales
131 Livingston Street, Rm. 515
Brooklyn, NY 11201
(718) 935-3990

Diversity in the Classroom

Book by Frances Kendall for teachers that discusses how to address diversity in the preschool classroom. Contains excellent discussions of issues such as learning styes, stereotyping, working with parents. Publisher: Teachers College Press, 1983.

Rainbow Activities and Rainbow ABC's

Package of materials that includes lesson plan book (about 50 field-tested lesson plans), ABC's to hang around the room, and an activities book to go with the ABC's.

JACP
P.O. Box 367
San Mateo, CA 94401-0367
1-800-874-2242
Cost: Activities book - $7.95; ABC's and activity book - $15.95; include shipping & handling $2.50 first item, 40 c each additional item

MULTICULTURAL CURRICULUM RESOURCES FOR TEACHERS
MIDDLE GRADES (ABOUT 4-9)

Americans, Too!

Workbook to use with grades 5-9 to teach a critical perspective on minority groups' histories.

Good Apple
P.O. Box 299
Carthage, IL 62321-0299

The Asian American Comic Book

Stories illustrating common concerns different Asian Americans groups face, particularly racism and poverty.

Asian American Resource Workshop
34 Oak Street, Third Floor
Boston, MA 02111
(617) 426-5313

Colonialism in the Americas

Comic book format, provides an overview of how colonialism has worked historically and today, from perspectives of indigenous Americans.

VIDEA
407-620 View Street
Victoria, B.C., Canada V8W 1J6
(604) 385-2333

A Curriculum Guide to Women's Studies for the Middle School

Twenty lesson plans, organized around the following topics: Stereotyping, Women in the past, Women in today's world, Taking charge of our lives. Publisher: Feminist Press, 1981.

Embers: Stories for a Changing World

Elementary basal reader, by Meyers, Banfield and Colon. Stories focus on racism, sexism, and to some extent classism. Publisher: Feminist Press, 1983.

Multicultural Women's History and Curriculum Unit

Activities for integrating five women into elementary history or language arts curricula.

National Women's History Project
7738 Bell Road
Windsor, CA 95492
(707) 838-6000

Myth, Music and Dance of the American Indian

Teacher's resource book and cassette tape, featuring music and background information about music from several specific North American Indian tribes.

Ward-Brodt Music Co.
2200 West Beltline Highway
Madison, WI 53701-526
1-800-369-6255

Portaits of Mexican Americans, Portraits in Black, Portraits of Asian-Pacific Americans, and Portraits of Native Americans

Workbooks about four American minority groups. Each book contains biographical/historical information followed by a variety of reproducible activity sheets that require thinking and more learning.

Good Apple
P.O. Box 299
Carthage, IL 62321-0299

United States and New York State History, Grade 7, Vol. I-III

U.S. history for grades 7-8, reworked from a multicultural perspective; activities emphasize viewing situations from more than one viewpoint.

New York City Schools
Instructional Publications Sales
131 Livingston Street, R. 515
Brooklyn, NY 11201
(718) 935-3990
Cost: $40.00 (Make check payable to Sale of Syllabi)

MULTICULTURAL CURRICULUM RESOURCES FOR TEACHERS
HIGH SCHOOL (ABOUT 8-12)

African American Literature

Textbook with extensive collection of African American literature selections, organized by both historical period and genre. Publisher: Holt, Rinehart & Winston, and Harcourt Brace Jovanovich, 1992.

The African American Experience

African American history textbook paralleling the approach in the African American Baseline Essays. Publisher: Globe, 1991.

Japanese American Journey

History of Japanese American people, biographies of famous Japanese Americans, three short stories.

JACP Inc.
P.O. Box 1587
San Mateo, CA 94401
1-800-874-2242
Cost: .$13.95 (pb), $22.50 (hb)

The Latino Experience in U.S. History

Text that looks at U.S. history through the eyes of Latino people; designed to supplement any U.S. history course, or to be used for a Latino studies course. Available in 1994. Globe Book Co. ($22.95 for student edition, $41.95 for teacher's resource manual)

Making History

Social studies curriculum guide that teaches skills for critizen participation and social change.

Educators for Social Responsibility
23 Garden Street
Cambridge, MA 02138
(617) 492-1764

Mexican American Literature

Textbook for classroom use, organized chronologically; preceded by a history of Mexican Americans. Publisher: Harcourt Brace Jovanovich, 1990.

Multiculturalism in Mathematics, Science, and Technology

Resource material to supplement math and science curriculum. Contains information about diverse people who have made important contributions, and suggestions for integrating this information into one's curriculum. Publisher: Addison-Wesley, 1992. Cost: $32.00

A People's History of the United States.

Text by Howard Zinn, on U.S. history. High school or college level text. Publisher: Harper & Row, 1980.

The Power in our Hands

Collection of lesson plans by William Bigelow and Norman Diamond, for teaching about the history of labor and laborers in the U.S.

Network of Educators on the Americas
1118 22nd St., NW
Washington, DC 20037
(202) 429-0137
Cost: $15.00

Tapestry: A Multicultural Anthology

Softcover anthology of U.S. literature, featuring the work of authors from many different ethnic backgrounds. Globe Book Co. ($14.95 for student edition, $39.95 for teacher's resource manual).

Teaching about Haiti

Readings and teaching ideas to introduce students to Haiti's history, culture, and current political crisis. Send a self-addressed stamped manila envelope.

Network of Educators on the Americas
1118 22nd St., NW
Washington, DC 20037
(202) 429-0137
Cost: single copy = $1.67; 5 copies = $2.50, inquire for rate for larger quantities

Women in United States History

Nine-volume set of booklets (about 50 pg. per booklet) containing text and activity sheets, developing U.S. women's history. Can be used alone or along with your U.S. history textbook.

Upper Midwest Women's History Center
6300 Walker Street
St. Louis Park, MN 55416
Cost: $70.00

SELECTED CATALOGUES

Anti-Defamation League Catalog

Books and AV materials for teaching students about prejudice and discrimination.

Anti-Defamation League of B'nai B'rith
823 United Nations Plaza
New York, NY 10017

Bilingual Educational Services Catalog

Children's books and other teaching materials in Spanish, Spanish-English, and ESL materials.

BES
2514 South Grand Ave.
Los Angeles, CA 90007

Globe Book Company Catalog.

Of major commercial textbook publishers, this one seems to have the best multicultural curriculum materials.

Globe Book Co.
4350 Equity Drive
Columbus, OH 43216
1-800-848-9599

JACP Catalog

For ordering books on Asian Americans; includes children's literature, Asian language and culture books, resource material for adults, etc.

JACP Inc.
P.O. Box 1587
San Mateo, CA 94401
1-800-874-2242

Multicultural Literature for Children and Young Adults, 3rd ed.

Annotated bibliography (not catalog) for children's literature; excellent resource for building a multicultural children's literature library.

Publication Sales
Wisconsin Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841
1-800-243-8782
Cost:. $5.00 in Wisconsin, $10.00 outside Wisconsin

Multicultural Publishers Exchange Catalog

Excellent source of books for various ages, by and about people of color.

Praxis Publications
P.O. Box 9869
Madison, WI 53715
1993 toll-free number: 1-800-558-2110

National Women's History Project Catalog

Source for resource material for integrating women into the curriculum.

National Women's History Project
7738 Bell Road
Windsor, CA 95492
(707) 838-6000

Network of Educators on Central America

Teaching resources on Central America and the Caribbean; also carries other multicultural materials.

NECA
1118 22nd St., NW
Washington, DC 20037
(202) 429-0137

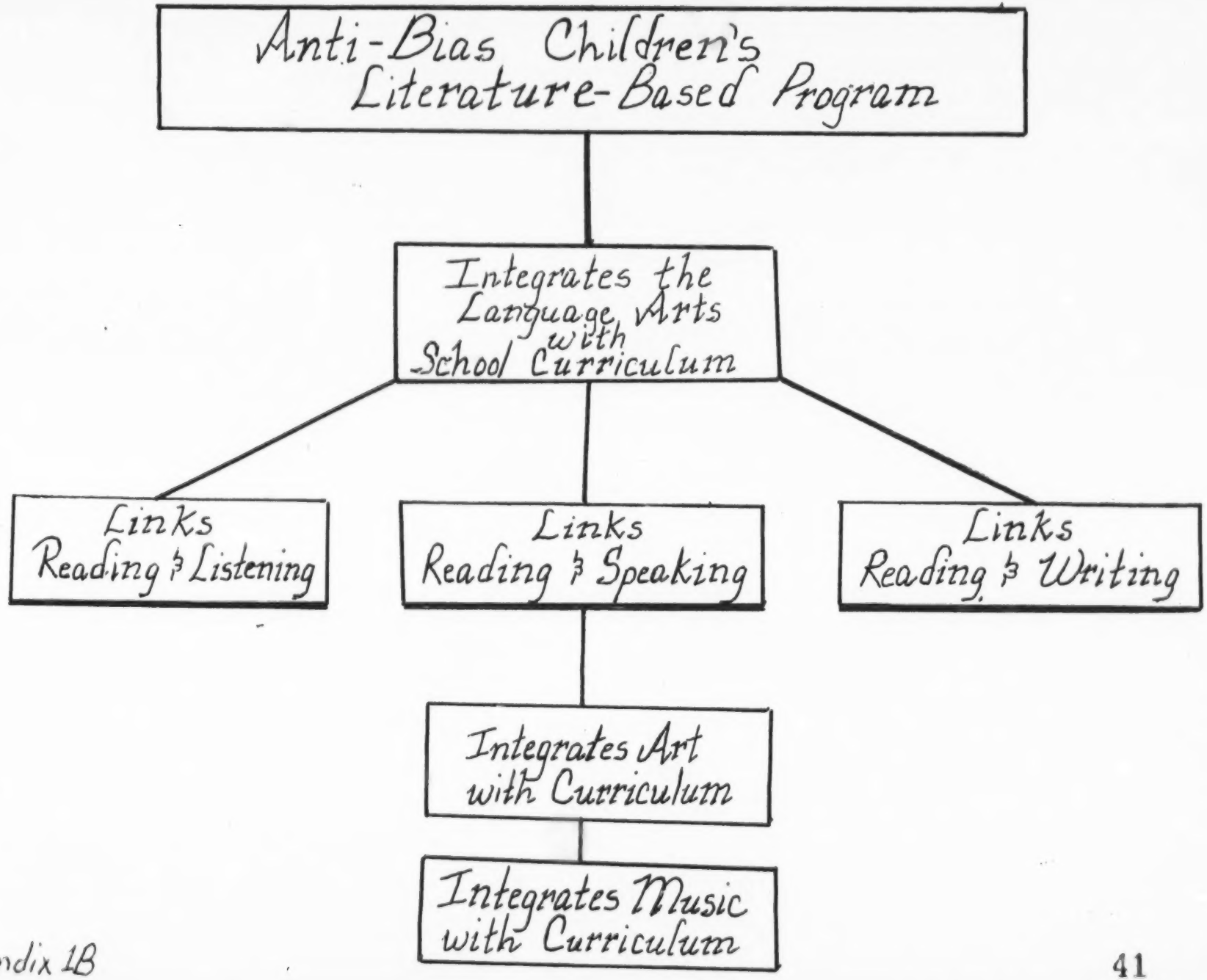
Social Studies School Service. Carries several useful multicultural curricula for social studies, although most material in the catalog is not multicultural.

Social Studies School Service
10200 Jefferson Blvd., Rm. 29
Culver City, CA 90232-0802
1-800-421-4246

Women's Educational Equity Act Publishing Center

Resource material for integrating women into the curriculum; good source for math and science resources.

WEEA Publishing Center
Educational Development Center
55 Chapel Street, Suite 200
Newton, MA 02160
1-800-225-3088


Anti-Bias Children's Literature-Based Program
Integrates the Language Arts with School Curriculum
Links Reading & Listening
Links Reading & Speaking
Links Reading & Writing
Integrates Art with Curriculum
Integrates Music with Curriculum

Appendix 1B